

Common Core Standards - Resource Page

The resources below have been created to assist teachers' understanding and to aid instruction of this standard.

College and Career Readiness (CCR) Anchor Standard	Standard: RL.2.1 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<p>R.CCR.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p><u>Questions to Focus Learning</u></p> <p>What steps do I follow in order to answer questions about a literary text? How can I use the information in the question to help me locate the answer?</p> <p>Proficient readers ask and answer questions to support their understanding of the literary texts they have read.</p> <p><u>Student Friendly Objectives</u></p> <p><i>Knowledge Targets</i></p> <p>I know key details are pieces of information that help me understand a literary text. I know key words give me clues about what to look for in a literary text to answer a question. I know that "who" questions are asking me about characters. I know that "what" questions are asking me about ideas or things. I know that "where" questions are asking me about locations. I know that "when" questions are asking me about a time. I know that "why" questions are asking me about a cause of something. I know that "how" questions are asking me about events in the plot. I can identify the key words in questions to figure out what the question is asking.</p> <p><i>Reasoning Targets</i></p> <p>I can use key words to help me find information in literary text. I can answer who, what, where, when, why, and how questions. I can determine if I need to look for information in more than one sentence. I can ask who, what, where, when, why, and how questions.</p>

Vocabulary

key words
what
when
where
who
why

Teacher Tips

[Asking questions](#) – Asking questioning activity from the Florida Center for Reading Research.

[Strategies that Promote Comprehension](#) - Based on research and effective practice, these strategies help students learn how to coordinate and use a set of key comprehension techniques before, during, and after they read a variety of texts. Strategies include: Retelling, Story Maps, Story Frames, and DRTA (Directed Reading-Thinking Activity).

[Strategies activity](#) – Students will use multiple strategies to comprehend text.

[Story retelling](#) – Retelling activity using a graphic organizer from the Florida Center for Reading Research.

Vertical Progression

RL.K.1 - With prompting and support, ask and answer questions about key details in a text.

RL.1.1 - Ask and answer questions about key details in a text.

RL.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.1 - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.11-12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

The above information and more can be accessed for free on the [Wiki-Teacher](#) website.

Direct link for this standard: [RL.2.1](#)